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ABSTRACT

This final report on the Joint Degree Program (JDP) describes a cooperative venture between Harpur College of the State University of New York at Binghamton and Broome Community College (BCC) under which Harpur students work simultaneously toward both a liberal arts bachelor's degree and a vocationally oriented associate in applied science degree. The historical development of the program, employment experiences and prospects for JDP students, institutionalization of the JDP, the planned cross-registration agreement, and transportation of students from one campus to the other are discussed. In addition, the report contains three appendices: an evaluation of the participants' attitudes toward the program, the JDP guidebook for students, and a copy of the current cross-registration agreement between the campuses. Although the JDP never intended to impact large numbers of Harpur students (the numbers were slightly smaller than originally anticipated), it has proven both educationally sound and cost effective. While extending the job opportunities of participating students, JDP has also allowed the schools to better provide other educational options for all students. The problems initially encountered by JDP students are discussed. (TR)

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"University Center and Community College Interaction: A Joint Degree Program"

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JC 780 423

Final Report

University Center and Community College Interaction:
A JOINT DEGREE PROGRAM

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The Joint Degree Program is a cooperative venture between Harpur College of the State University of New York at Binghamton and Broome Community College under which students at Harpur College can work simultaneously toward both a liberal arts B.A. and a vocationally oriented Associate in Applied Science (A.A.S.) degree at Broome Community College (BCC). Most students undertaking the program can complete both degrees in the four-year period usually required for the bachelor's degree. Participation in the program should not reduce eligibility for scholarships, or entail substantial additional costs to the student above the normal cost for the bachelor's degree.

Under these conditions, significant new educational opportunities are made available to the liberal arts student, providing a much wider range of options. For instance, the student may simply want to gain a skill that is more marketable than that of the liberal arts major. The skill can then be used as a simple means to gain either permanent employment, or temporary employment to enable the student to pursue advanced education in the liberal arts field at a later date. At the other end of the scale, the technical study can be used to complement the liberal arts education, creating an entirely new educational package which would not otherwise be possible. One creative example of the latter is a student studying theater at Harpur College and Electrical Technology at Broome, in preparation for a career in television.

In the design and implementation of the Joint Degree Program, one of the prime considerations has been to utilize the existing strengths of the separate schools so that the widest range of options is opened to the student with a minimal increase in cost (either money or time) to the schools or to the student. Considering the fact that the schools are geographically close

(12 km), and despite the fact that they are far apart in educational goals (liberal arts vs. many programs with highly specialized technical skills), the collaboration has been highly successful in creating unique new educational options. At the same time, by capitalizing on the differing features of each of the schools, and avoiding duplication between the schools, the collaboration has been very cost-effective in the creation of these options. Because the students in the program are simultaneously taking courses at both schools, in degree programs at each, this program differs from other cooperative arrangements where students can take courses or spend whole semesters at schools other than their home campus.

Historically, the program was conceived at a time when the job outlook for the liberal arts graduate was becoming increasingly gloomy, and when at the same time, the labor market was requiring more persons with the skills provided by the A.A.S. degree. A small mini-pilot program was created with the support of SUNY Chancellor Ernest Boyer (1973), and later, the full program was supported by the Fund for the Improvement of Post-Secondary Education (1974). Eight students have now completed the Joint Degree Program; one was graduated in June 1976, one completed the requirements later in 1976, and six completed the requirements in 1977. There are an additional ten students who have not yet completed either set of degree requirements. Because the institutionalized form of the program had not been developed by the senior administrators of the two schools before the end of the 1976-1977 academic year, the problems that would be faced by students entering the program in the immediate future could not be predicted accurately. Under these circumstances, the staff of the program felt unable to recruit actively for new students during the 1976-1977 year. There are, therefore, a smaller number of students entering the program in the 1977-1978 academic year than would otherwise have been expected.

With such a small number of graduates to date, it is difficult to analyze realistically whether the liberal arts-career skill combination has been as effective as anticipated in improving marketability. At the present time, we can only study what the individual graduates have reported. The SUNY Binghamton Office of Academic Evaluation will assist in a follow-up study of the graduates' careers over the next few years.

Employment Experiences and Prospects for JDP Students:

The first graduate, a 1976 history and secretarial sciences major was interviewed shortly after graduation for a job on the campaign staff of a candidate for the state assembly. She reports that three persons on the staff interviewed her and immediately hired her. Following a successful campaign, she was hired as a member of the regular office staff. She is definitely under the impression that participation in the Joint Degree Program was a major factor in her success both in the job search and on the job. She reports that her job is based on her secretarial skills, but that the liberal arts education provides the basis for the many decisions and value judgments as to which of the daily details are important and which are not: "...while the tasks I perform involve, basically the skills I learned at BCC, I am required to use the analytical skills developed in Harpur courses to evaluate those tasks. The flexibility necessary to cope with changing situations is a direct product of the JDP."

Most of the 1977 graduates have good prospects for achieving the goals that they had hoped for. A short summary follows: A Geology-Civil Technology major has been looking for jobs, and in fact, already had three good offers from only seven inquiries prior to the end of the semester. She indicates that this is highly atypical on the basis of the experiences of her colleagues who are finding that good jobs in the northeast are very hard to locate. She believes that her attractiveness to potential employers is based on her firm grounding in geology, coupled with her practical skills in construction and surveying which were obtained at Broome.

A Math-Engineering Science major plans to earn an engineering degree in just one additional year. He has been accepted at Clarkson College, Cornell University, Rensselear Polytechnic Institute, and Pennsylvania State University, and was even offered some support at one of these schools. These acceptances would have been much less likely with a B.A. in mathematics alone. He says, "Best move I ever made; it opened up a whole range of opportunities. I didn't know where I was going, I was lost, with no enthusiasm. After joining the JDP (and seeing a goal in engineering), I picked up and worked harder, even in my Harpur courses."

A History-Nursing graduate of the program intends to use her nursing degree to earn a living while she works on an advanced degree in social work on a part-time basis. She has applied to three hospitals in that area and feels that her prospects are very good. She has been told by nursing

professionals that the simple possession of the B.A., even in an unrelated field, will make her more attractive to hospitals.

A Spanish-Radiologic Technology graduate wants to pursue advanced work more closely related to her Harpur degree while using the Broome degree for support. She has investigated jobs outside the immediate Broome County area (where the radiologic fields are becoming saturated with local Broome graduates), and indicates that things look good.

The Biology-Medical Laboratory Technology major is now in a six month internship program at Mount Sinai Hospital (for which the Broome degree was essential), and will work in a micro-biology laboratory. In the Fall of 1978, she plans to start working part time toward an advanced micro-biology degree at Long Island University.

The Mass Communications-Marketing major is looking for employment in advertising, public relations or journalism, but does not include an evaluation of his prospects.

The only remaining graduate majored in Argumentation and Persuasion at Harpur, and Criminal Justice at Broome. He has applied to five law schools, has received negative responses from two of them. Even if he is rejected by all of the law schools, he indicates that he will be glad to have taken a joint degree. The combination of the B.A. together with the A.A.S. qualifies him for other interesting jobs that would not be open to him with either of the two degrees alone. He credits the Broome experience with the restoration of his motivation and strengthening his decision to try for a law-related career.

Some of the students remaining in the program have already started investigating job opportunities and those who have, have been encouraged by their findings. In particular, the Theater-Electrical Technology major has visited C.B.S. Television and reports that the people at CBS felt that his combination was a new and interesting approach that should be more widely adopted as preparation for a career in television. The Medical Records Technology student has already been offered a permanent position at the hospital where she had her first summer internship, despite the fact that she still had a year before her graduation.

On the basis of these limited statistics, it is clear that at least 7 of the 8 graduates of the program to date, have chosen to make significant use of the preparation given them by the JDP as they make their initial post-graduate career plans, and in all cases, the career skill promises to

be valuable. The other graduate did not specifically comment on his detailed plans for the immediate future, although he indicated that the career skills in marketing would probably not be as valuable as he had hoped.

The detailed evaluation of the program as analyzed by Dr. Brent M. Shea of the SUNY-Binghamton Sociology Department (now with the Office of Institutional Research) is included as Appendix I. It provides concrete evidence that the Joint Degree Program has made a significant contribution to the preparation of the students who have participated in it, and has been useful in providing suggestions to improve the program. For example, the concern expressed for improved documentation was instrumental in the preparation of both the informational pamphlet and the Individual Program Construction Packet, reproduced here as Appendices II and III. These appendices provide the best current insight on the operational guidelines for the program.

Institutionalization of the Joint Degree Program:

The changes which have occurred in the financial patterns of the nation, New York State and the SUNY system since the inception of the program have not seriously threatened the ultimate institutionalization of the program. They have, however, affected the form of the on-going program and the timetable for its institutionalization.

The staff of the JDP has been cognizant throughout the effort toward institutionalization that in order for the program to continue to function, no more than minimal support from the University can be required. Fortunately, because the whole concept of the JDP was predicated on efficient utilization of the unique features of each campus, without the addition of any new staff or other facilities, the JDP should be ideally suited to function at a minimal level of expenditure. With this pre-requisite in mind, therefore, the design of the administrative mechanisms for the institutionalized JDP will rely upon documentation that is as complete as possible so that the student can be more self-reliant in program construction than has been the case in the past, relieving the small on-going JDP staff of the intensive counseling and program construction duties which were required when the JDP was just beginning and new problems occurred every day. With the experience gathered during the externally supported

phase of the program, we can now provide future students with written documentation which represents a distillation of the problems to be expected and how to avoid or solve them.

This documentation, Appendices 1I and III, is broken down into two categories; (1) information with which to help base a decision to enter the JDP; and (2) the program construction packet which will provide the guidelines with which the student can design a tentative personal program, subject to the review and approval of the JDP staff and both major departments. The JDP staff and the departmental advisors at Broome will, of course, always be available to students or potential students of the JDP for whatever consultation is needed, but routine questions will be more efficiently handled with the booklets.

In practice, the interested student will have an initial interview with the JDP advisor at Harpur. The student will be able to ask questions of the advisor and will be given the informationsl pamphlet (Appendix II). After reading this booklet and if still interested, the prospective student will make one or more follow-up appointments with the JDP advisor and/or Broome departmental advisor. Students who still want to proceed will be given the program construction packet for their prospective major (Appendix III) and will work out a first draft of their tentative program. Of course, in some cases, students will find that a joint degree is impossible or would entail more difficulties than they want to undertake. If the student does decide to enter the program, the tentative plan will be reviewed, modified if necessary, and will have to be approved by the JDP staff, the Harpur advisor, and the Broome department.

The institutionalized procedures will depend more upon the students to work out the programs than has been possible while the program was still experimental, yet it will still provide the crucial advice and guidance at those junctures where it is needed by the students. It is hoped that this format will allow existing offices to assume responsibility for the program, without drawing severely upon the already strained resources of the University. The present Director of the program will return to full-time departmental duties and the direction of the program will be assumed by the present JDP advisor, J. B. Sullivan, in the Office of Advising Services, using the existing support staff of that office. This is particularly appropriate because Mr. Sullivan is also the Transfer Coordinator for Harpur College,

The "retired" Director will, of course, be available for any assistance he may be able to offer.

Similarly, no new staff positions will be created at Broome Community College to administer and provide assistance to JDP students. The academic departments at Broome will continue to give advising help to their JDP students, and other problems will be handled by the appropriate existing campus offices. In emergencies, when problems transcend the responsibilities of a single department or office, the former Project Director at Broome will be available for resolution of the difficulty.

The program which has depended on intensive counseling and substantial time commitments of both directors will be able to function well with the reduced staffing described above if current plans are successful. It was not the intrinsic nature of the program itself which placed severe demands on the staffs, but rather the fact that the program was an entirely new concept in cooperation between the schools, involving not just a few courses, or alternating semesters, but an intimate mixture of two vastly different curricula in order to satisfy a dual set of major requirements simultaneously. Now that the major problems have been dealt with and sample programs have been constructed for most of the Broome curricula, there is no longer the necessity for such substantial staff commitments.

Planned Cross-Registration Agreement:

The largest single item of expenditure of the grant has been the cost of education for the JDP students at Broome. Because SUNY tuition monies are not retained by the campuses, a mechanism by which SUNY-Binghamton can reimburse Broome is impossible. Instead of transfer of monies, SUNY Central Administration has authorized a reciprocal exchange of students. At the present time, a cross-registration agreement between the two schools is under negotiation so that SUNY-Binghamton can compensate Broome for the cost of the education by providing similar educational services to Broome students. It is in keeping with the spirit of the project that the courses to be taken by the Broome students at SUNY will generally be in areas where the SUNY offerings will provide some element not present at Broome; cost effectiveness and non-duplication will continue to be key factors. A draft of the cross-registration agreement is included as Appendix IV.

It is clear from the cross-registration agreement that as anticipated in the original proposal, the JDP has led to a much broader cooperation between the schools. Under the agreement, a greater range of students at both schools can take courses at the other. It is expected that the Broome students will take advantage of many courses offered by SUNY that are not available at Broome. Likewise, the JDP staff has had many inquiries from Harpur students wanting to take particular courses at Broome without completing a degree program. These people can now be served for the first time.

It is also a source of satisfaction to the JDP staff that the cross-registration agreement will make it possible to ameliorate a troublesome asymmetry which the program has had to date; namely, that only Harpur students were able to utilize the cooperation between the two schools to earn an A.A.S. - B.A. combination in which the two components form a more coherent whole. Of course, as we have pointed out before, for many years, Broome students have entered SUNY to work toward a B.A., after earning the A.A.S. degree, but in the past the two schools have necessarily represented two separate and almost unconnected phases of education. Although the policies for acceptance of transfer credit at SUNY cannot be modified for such students, if the Broome student knows that he or she wants to transfer to SUNY after graduating from Broome, the cross-registration agreement can be used to construct a much more complete educational program with a much smoother transition between the schools. The student can contact the JDP staff early in the Broome career and will be put in touch with an advisor in the SUNY department of interest. With advice from the Broome and SUNY advisors, and the JDP advisor, the student can maximize the number of Broome credits that will transfer toward the B.A. for major requirements, all-college credit and total hours. In particular, in some cases, the student may want to take some SUNY courses toward the SUNY major while still a Broome student, either as Broome electives or if the Broome advisor agrees, toward the Broome major as well. This flexibility will give the student a much better match between the two schools. It must be made clear, however, that this mechanism cannot be used to provide automatic admission to SUNY, independent of the academic performance at Broome. Acceptance at SUNY will be contingent upon meeting the normal G.P.A. transfer requirements.

Transportation:

The problem which has been most difficult to solve is that of transportation of the students between schools. To date, taxis have been employed for close time connections. We have requested students to use busses where time and other factors permit in order to conserve funds. A substantial number of the students do have access to personal transportation, either of their own or shared with another student in the program. Nevertheless, the cost of transportation has been of the order of $300 per full class month.

The staff of the JDP feels that the transportation costs have been a valid expense, because otherwise, the students wanting to enter the program would be subjected to a financial criterion for entry to the program. Particularly, because the program has the potential to be of considerable value to disadvantaged students, the imposition of a financial criterion was unacceptable. The staff of the JDP remains committed to this position, but without support, there will be no possibility of providing transportation facilities without cost to the student.

Although it would not be free, the staff of the JDP feels that the existence of more frequent and ideally, direct bus service between the campuses would provide the students with a more acceptable alternative. At the present time, the direct traffic between campuses is not sufficient to support a new bus route. The program staff feels, however, that when the cross-registration agreement becomes established, the traffic between campuses will more than double, providing a stronger impetus for the establishment of such a route. The rationale behind this belief is as follows: The Broome students who will take classes at Harpur will not be pursuing major programs, and the number of courses that they can take at SUNY will be limited. One of the conditions imposed by the SUNY Central cross-registration rules, however, is that all attempts be made to avoid an imbalance in student credit hour flow. Since the JDP students will be taking a larger number of courses at Broome, many of which are scheduled in consecutive hours, if a balance of credit flow is to be achieved, a larger number of Broome students, each taking individual courses will be required. We, therefore, remain hopeful that an equivalence in the number of credit hours between the schools will generate more than a one-to-one increase in

the transportation requirements. This increased flow could then be used to justify a direct bus route. The JDP staff working with the administrators of both schools will make every effort toward the establishment of a regular bus run between the two schools.

Conclusions:

In summary, the staff of the JDP feels that although the program was never intended to have an impact on large numbers of Harpur College students, and indeed the numbers have been slightly smaller than originally anticipated, it has nevertheless, proven itself to be an educationally sound and cost-effective mechanism which can provide unique and valuable options that would not otherwise be available to the students of either school. As had been hoped, the cooperation for the JDP has been broadened to allow the schools better to provide other educational options to all of their students. In a sense, this may be one strong measure of whatever success that the program may claim.

The program further hopes that the problems we have had, the new approaches we have tried and the changes that we have made will serve to help other schools in cooperating in order to broaden the options available to their students at a minimum expenditure. Indeed in retrospect, with such widely divergent missions (Harpur College on balance is in some senses a preparatory college for graduate study, and Broome Community College is an unusually effective and productive professional school for technical careers.), this might well have been a much less than ideal setting for such a Joint Degree Program. If this is the case, the cooperation that has been established is a demonstration that many other cooperative programs can be established between geographically proximate schools.

In the establishment of similar programs at other schools, the most valuable experience gained from this project is that the cooperation established between the schools must be whole-hearted and dedicated. The project directors were unfailingly candid and earnest in trying to provide help both when dealing with each other and with the students. The various committees and administrators were always willing to re-think how established college rules could best be re-interpreted, not to make diminished educational demands on the students, but to modify the purely procedural demands such as residency requirements which were designed for normal students but were occasionally

inappropriate for students in the Joint Degree Program. The individual faculty members were willing to provide additional assistance in many ways, realizing the unusual situation of the students.

Lastly, it seems to the JDP staff that although the student must always bear some share of the burden in the process of establishing any experimental program, in this case, because of the radical departure of the program from the normal functioning of the schools and the educational system in New York State, the students in the Program were subjected to almost intolerable obstacles. These included threats to terminate scholarships because the sponsors had no experience with a full-time program in which the student registered for a part-time load at the home campus, mis-matched vacations and school years with dorms closing while classes at the other school continued, innumerable cases where a normally routine administrative check would show an anomaly that would threaten the students continued status in good standing, and a host of other crises, each of which usually arose unexpectedly and had to be resolved quickly. The Joint Degree Program will never be an easy program for a student, but at the present time, the JDP staff hopes that most of the problems that can arise have already been dealt with so that future students will at least have fewer problems. The program owes its greatest debt and its continued existence to the students who persevered and surmounted all of the obstacles in the establishment of the program.

Final Report Appendix I Grant No. G007409272

EVALUATION OF THE PARTICIPANTS' ATTITUDES TOWARD THE JOINT DEGREE PROGRAM

This evaluation of the Joint Degree Program (JDP) is made on the basis of a questionnaire which assesses student attitudes toward the program. As former SUNY-Binghamton President C. Peter Magrath observed at the time of the Program's inception, the value of a liberal arts degree must be defined by individual students (Minutes of the Harpur College Council, May 8, 1973).

This is the first assessment of participants' attitudes toward the JDP. The only other survey of the Program was conducted in 1975 and reported in the Program's 1976 Progress Report (pp. 3-6). This short questionnaire, which had been mailed with the freshman recruitment letter, assessed attitudes of the five percent of the entering freshmen who completed it. Although almost eighteen percent of these students indicated an interest in the JDP, this survey provided data only on initial reactions to the existence of a joint degree program. The major finding of this study was that the attractiveness of the program was primarily in the career opportunities it was thought to afford. The present survey provides data on attitudes and experiences of students who actually are enrolled in the program.

At the time the JDP was created, in the spring of 1973, the Harpur College Council, Educational Planning and Policies Committee, and Academic Standards Committee raised a number of points about the program. These had to do with: 1) the coherence and quality of a liberal arts education; 2) the restriction of credit granted for the completion of practical skill courses; 3) the attraction of a different type of student to Harpur College; and 4) the possibility of limitations in job advancement as a result of possessing a career skill, especially among disadvantaged groups (proposal to the Fund for the Improvement of Post-Secondary Education, pp. 12-15). Points 2 and 3 are answered in the latest Progress Report of the Program (Feb. 1, 1976). Points 1 and 4 are addressed by the present survey, and these are coherence and quality of the JDP for a liberal arts education and potential usefulness of the JDP in a student's career. Point 4 can be answered only partially by this study. Though students' beliefs about the potential usefulness of the JDP in their careers are important, such

beliefs are inadequate substitutes for data on actual career patterns. The purpose of this survey, then, is to delineate students' perceptions of the JDP, especially in regard to its coherence and quality and potential usefulness in their careers.

RESEARCH METHODOLOGY

Attitudes of the JDP students toward their program were determined by a combination questionnaire-interview instrument which was completed for all 18 students in the program. This combination instrument, which is appended to this report, was completed by an unusually thorough process: Students were sent a questionnaire with instructions to complete the short-answer type questions, leaving the essay-type questions for the interview. They were encouraged to think about the essay questions, and to write answers on the questionnaire if they so desired. During the 45-minute interview, the students' answers to questionnaire items were read back to them by the interviewer. This procedure permitted elaboration and clarification. The questionnaire items remaining to be answered were then asked by the interviewer. Finally, the answers to these questions were read back to the respondent to determine whether this was in fact what the respondent meant to say. This process, though time consuming, was successful in minimizing ambiguities in responses. The intensiveness of this data collection effort, both in its thoroughness and its high response rate, overcomes the small size of the population studied (18).

The questionnaire-interview instrument assesses students' attitudes toward and knowledge about the JDP as summarized in Table 1. Questionnaire items have to do with the two sub-topics:

- coherence and quality of the program for a liberal arts education
  - informational items - 1, 2, 3a-d, 4, 11, 14
  - critical items - 7a-b, 8a-b, 9a-c, 10a-b, 12, 13 20, 18, x-1, x-2
- potential usefulness of joint degrees in a career
  - informational items - 16, 17, 21
  - critical items - 5, 6, 15a-b, 19a-b

Informational items referred to above deal with simple reporting of facts, e.g., item 2 (why student entered Program) or item 16 (intention to relate first job to degrees). In contrast, critical items deal with

judgments made by the student and others, e.g., 7a (whether more liberal arts courses should have been taken) or 19b (students' perceptions of relative usefulness of single rather than double career oriented degrees). Relative to the informational items, the critical items are anticipated to provide a better assessment of student attitudes toward the JDP and its effects on a liberal arts education as well as its potential effects on career patterns.

TABLE 1. QUESTIONNAIRE ITEM CONTENT BY ITEM NUMBER

Item Number	Content
1	how student heard about program.
2	why student entered program.
3a-d	student's perception of purpose of liberal arts degree
4	whether students have changed majors since hearing about program.
5	expected relative usefulness of 2 degrees in career.
6	desired relative usefulness of 2 degrees.
7a	whether more liberal arts courses should have been taken.
7b	whether student's experience at BCC has been beneficial.
8a-b	students' expectations of program.
9a-c	HC faculty advisors', BCC faculty advisors', parents' and others' opinions of program.
10a-b	ways in which JDP staff at HC and BCC could have helped more.
11	expected contribution of BA to student's life.
12	whether student would recommend JDP to others.
13	whether student would participate in JDP again if second chance were possible.
14	expected contribution of JDP to student's life.
15a-b	student's perception of and reaction to the effect of technical, career oriented degree on limiting career advancement.
16	student's intention to relate first job to degrees.
17	student's career plans.
18	student's suggestions for changes in the program.
19a	student's perception of usefulness to career goals of fulfilling all requirements for 2 separate degrees on 2 different campuses.

Table 1 (Continued)

Item Number	Content
19b	student's perception of relative usefulness of single rather than double career oriented degrees.
20	seriousness of specific student problems (transportation, adjustment, workload, scheduling, etc.)
21	whether student has investigated possible jobs.
22	additional comments.
x-1	student's perceptions of differences between BCC and HC (courses, atmosphere, environment)
x-2	how students involved in the JDP changed their attitudes toward: liberal arts, career education, career opportunities, career goals, educational goals.

Responses to these categories of questions will be summarized and interpreted in the section to follow. Because of the small N of this study (18), the tables show the numbers of students in various categories rather than the percentages.

RESULTS & INTERPRETATIONS

This analysis focusses on: 1) the coherence and quality of the JDP program for a liberal arts education, and 2) the potential usefulness of the JDP for students' careers. The data presented here is organized around these two topics.

Coherence and Quality of the JDP

In order to assess the Joint Degree Program in the context of a liberal arts education, several features of it must be explored. Why do liberal arts students enter such a program? What is their perception of the purpose of a liberal arts degree? Do students change their field of study after hearing about a joint degree program? More broadly, it must be considered whether the existence of such a program diverts students from their initial desire for a liberal arts education.

From Table 2 it is clear that students enter such a program primarily because of the wider range of potential jobs. Of secondary importance is the opportunity for practical experience as well as the attractiveness of a liberal arts education with a technical background. Finally, students enter such a program for security, for "something to fall back on." Entering a joint degree program, then, is strongly related to degree marketability considerations.

Table 3 indicates that a liberal arts degree is important to JDP participants for two reasons: 1) because it qualifies students for admission to graduate programs, and 2) because of what might be identified traditional arts and sciences concerns, e.g., a general academic background with the opportunity to major in one area, along with the development of analytical skills and a critical attitude. Similarly, as indicated in Table 4, the most frequently identified function of a liberal arts education by the participants is for both professional and life enrichment, followed

by "life enrichment more than professional." It is interesting that none indicated "professional more than life enrichment" or "professional only." On the other hand, the benefits students expect the JDP to have for their lives, as portrayed in Table 5, are primarily vocational, but with a strong secondary interest in both education for itself and in education as a preparation for future learning.

To summarize, students who enter the JDP do so with degree marketability in mind. JDP students often pursue a liberal arts degree in the first place as a preparation for graduate school or because of the traditional concerns of liberal arts students. Predictably, JDP students have both professional and life enrichment reasons for choosing this kind of education rather than a conventional liberal arts or technical education.

JDP students heard about the program after being admitted to a liberal arts school. (As Table 6 indicates, the most likely sources of information were advertisements, staff members, and, later, students already enrolled in the JDP.) Participants in the JDP were quite likely to have reconsidered the value of a liberal arts degree even before knowing about the existence of the JDP (Table 7). (And, although it is not apparent from Table 7, the questionnaires indicate that half the students who reported such reconsideration were influenced by degree marketability.)

What was the effect on student educational goals of the existence of a JDP at the institution where they were pursuing (or planned to pursue) a conventional liberal arts degree program? Did it divert them from their original goals? In one case, yes. A student who originally had intended to complete a degree at Harpur transferred to Broome. She intends to return to Harpur after getting a job. Several students began courses in Broome under the program but changed their minds and withdrew for a variety of differing reasons. Most students who started in the program, however, remained in their original major, with only four of these changing their majors either at BCC or HC after hearing about the JDP (Table 8) - a not unusual decision among undergraduates in <u>any</u> program. Eleven of the JDP students indicated that their experience at Broome Community College (BCC) had not changed their attitudes toward the purpose of a liberal arts degree (Table 9). Among the 7 students who did change their attitudes about the purpose of a liberal arts degree, while two indicated a greater regard for the liberal arts degree, only one indicated a diminished regard.

The data presented here support the general conclusion that the purposes of the liberal arts program and its attractiveness to students in no way is impeded by the JDP; indeed, there is evidence that the JDP contributes to its preservation in these ways: 1) Although it is evident that students enter the JDP with degree marketability as a major reason, at the same time such students are also interested in traditional arts and sciences concerns; e.g., learning how to learn in order to pursue additional education. 2) The existence of the JDP at a four-year liberal arts college is not likely to give students the idea of degree marketability. This function of education has already occurred to them. 3) Participation in the JDP is also not likely to result in less regard for the goals of a liberal arts education.

More subjective data relating to the effect of the JDP on the coherence and quality of a liberal arts education are considered now.

Table 10 provides evidence which concurs with an earlier finding about reasons for entering the JDP. The dominant expectation of JDP students is that the program should be practical and prepare them for their future occupations. That students participating in the JDP fulfill their expectations is demonstrated in Table 11, with over two-thirds saying the program definitely fulfilled their expectations, and no students indicating their expectations were not realized. In conjunction with participants' assessments of the JDP, it is informative that parents are overwelmingly either enthusiastic or positive about the program (Table 12).

In view of the somewhat indifferent and unexpressed opinions of HC and BCC advisors toward the JDP (Table 12), it is interesting that the modal response is that no additional help is required from the JDP staff at either HC or BCC (Table 13). When problems are identified, however, they seem to occur in the areas of scheduling and academic load. To a lesser extent, adjustment to a different campus and transportation both present problems (Table 14). The most frequently recommended change (Table 15) is in documentation of the JDP (procedures, guidelines, instructions, requirements) which would be expected to reduce both adjustment and scheduling problems.

Problems aside, major comparisons (Table 16) between HC and BCC courses are that BCC courses taken by JDP participants are more practical and applied,

tend to involve rote memorization and programmed learning, and are "spoon-fed." Harpur courses tend to be more difficult, more "academic," and to involve more class participation and encourage more independent thinking. In relation to the atmosphere and environment of the two campuses, the essential comparisons seem to be that, compared to Harpur, Broome has a more relaxed atmosphere with friendlier, and more available faculty, with more one-to-one contact (Table 17). Other comparisons are that Broome has smaller, more personal and more serious classes and that teachers there are more likely to treat students as if they were still in high school. The implications of these comparisons between the two schools should be considered from the standpoint of both diversity and quality in liberal education.

In their assessment of how the JDP changed their attitudes toward educational and vocational goals, participants generally indicated: 1) that their goals for a liberal arts education were not affected overall, and 2) that their attitudes were positively affected toward career education, career opportunities, career goals, and educational goals through their JDP involvement (Table 18). (For our purposes a positive effect is one that is defined as such by the student, e.g., a positive effect of the JDP on career opportunities would be indicated by "being in the program gave me contact with people in the field which opened up many new perspectives." A negative effect would be exemplified by, "a marketing career at a community college does not seem to make career opportunities that much more plentiful.")

Three subjective indicators of the program's effectiveness are the number of students 1) recommending the program to others, 2) desiring to participate in the program again if a second chance were possible, and 3) indicating their experience at the cooperating school (BCC) was beneficial. As Tables 19, 20 and 21 show, participants recommend the program, would enroll in it again if they had it to do over, and considered their experience at BCC to be beneficial.

Potential Usefulness of the JDP for Students' Careers

Most (15) of the JDP participants intend to seek employment related to their degrees. Seven of them will seek employment related to both the A.A.S. and B.A., and another eight will seek employment related only to their A.A.S. degree (Table 22). This situation suggests at least two things: 1) that the A.A.S. degree is the more occupationally relevant of the two degrees, and that

2) because the A.A.S. alone is in most cases adequate for employment, the attainment of a bachelor's degree may be motivated by life enrichment and traditional arts and sciences ideals (e.g., learning how to learn as for self-development and as preparation for more education). Table 23 concurs: While most of the JDP participants indicate an interest in more education, few intend to keep their first jobs permanently, intending eventually to change jobs instead. While about half the students expect to use the two-year degree more than the four-year degree for their careers, only two desire to do so; over half would like to use their four-year degree more than their two-year degree (Table 24). Which may indicate the JDP students' commitment to typical goals of a liberal arts education. However, as Table 25 shows, fourteen of the JDP participants deny that a technical career-oriented degree limits the possibilities for career advancement at all, while only 3 have any doubts. And as Table 26 indicates, these students would handle such limitations on their careers by either changing jobs or fields or by getting more education. The questionnaires show that the educational and occupational plans that JDP students start out with include engineering, law, para-legal, and social work graduate education and employment in the areas of advertising and journalism, television, civil technology, secretarial work, environmental conservation, and probation work. But as Table 27 shows, only eight participants have investigated possible jobs, with five saying it is too soon to begin exploring yet.

The major criticism of the JDP seems to be directed at the existence of two separate campuses (Table 28). Although some students enjoyed the different atmospheres of the campuses, about half thought that the existence of separate campuses was not useful for their career goals, preferring, e.g., a school of communications at single university or a double major in medical records and computer science at a single four-year college. Nevertheless, students generally like getting two degrees (Table 29), saying such things as potential employers know BCC technical programs and their graduates and that a higher salary should result with two degrees rather than with one.

Additional comments on the JDP, when they were made at all, were positive. An expecially perceptive comment was made by one student who said that while her present tasks at work involved skills learned from BCC, analytical skills developed at Harpur permitted her to evaluate these tasks. And the flexibility

necessary to cope successfully in changing situations in her present job was a result of her experience in the JDP. A comment such as this addresses both the liberal arts and the vocational goals of the Program.

Summary and Conclusions

The purpose of this survey is to determine the extent that students believe their educations and careers have been affected by their enrollment in the Joint Degree Program. Of specific concern are student views on the effect of the JDP on both their liberal arts education and their future occupations. The eighteen students in the Joint Degree Program entered the Program in order to 1) gain access to a wider range of potential jobs, 2) get practical experience, and 3) get a technical background with a liberal arts education. These students want a liberal arts education primarily because they embrace traditional liberal arts goals (a general academic background and the opportunity to develop analytical and critical skills), and because a liberal arts degree is required for graduate work. Their expectation is high that a liberal arts education will provide them with both professional and life enrichment. But, in order to prepare themselves for entry level work and advancement in a career, they enter a joint degree program.

Students hear about the JDP from advertisements, students in the Program, and from Program staff members. Hearing about the Program does not divert them from their original aspirations for a liberal arts education: Most JDP students already have considered their attitudes toward a liberal arts degree even before hearing about the JDP. Participation in the JDP does not cause students to lower their aspirations for a bachelor's degree; in fact, it typically does not even cause them to change their majors.

The real interest JDP students have in getting a liberal arts degree is suggested by the fact that more students will seek employment related to the A.A.S. than will seek employment related to both degrees. Why should students bother getting a liberal arts degree if their future employment will not be related to it? The obvious answer is that they want a liberal arts education for itself rather than for what it will get them. The fact that nearly all the JDP students want to pursue education beyond the bachelor's degree and to change jobs after their initial entry level employment indicates that the aspirations they had when they entered Harpur have not been lowered by their participation in the JDP. Generally, the JDP students do not see a technical career-oriented degree as limiting the possibilities of career advancement, but if it did limit their advancement, their most frequently expressed way of dealing with it would be to change jobs.

Another indication of unchanged aspirations is that the most frequently expressed desire (i.e., aspiration) of JDP students is to use their four-year degree more than their two-year degree, while at the same time expecting to use the two-year degree more. Students' expectations that the JDP would give them practical experience and prepare them for future occupations are generally fulfilled. Fewer than half of the JDP students have investigated possible jobs, though, and their eventual experience will be more important than what they expect will happen.

JDP students reported their involvement in the Program had positively affected their attitudes toward career education, career opportunities, career goals, and educational goals. Their involvement in the JDP had no overall effect on their attitudes toward the liberal arts, however.

The kind of diversity a liberal arts education implies is obviously provided by the Program: Students find BCC courses to be more practical and applied and with more rote memorization than Harpur courses, which are experienced as more difficult and more academic. Students find the atmosphere and environment at Broome to be more relaxed and friendly than at Harpur, with faculty members generally more helpful and available for one-to-one contact with students. Students are divided on the question of whether fulfilling requirements for two separate degrees on two different campuses is useful to their career goals although they are generally in agreement about the usefulness for their careers of a double rather than a single degree.

With the exception of one student, present JDP students would recommend the Program to other students and all but 2 students would participate again if they had a second chance. With the exception of three students, they judged their experience at BCC to be beneficial. The opinions of JDP students' parents toward the Program are enthusiastic, even though the JDP advisors at HC or BCC are seen by students as being somewhat negative or indifferent about the Program. Although JDP students generally feel that the JDP staff at HC and BCC are already sufficiently helpful, there was some feeling among students that more coordination should occur in registration and scheduling between the two schools, especially at Broome. Other problems included adjustment to a different campus and the heavy academic load. Students recommend that these problems with the program be solved, at least in part, through better documentation of the procedures, instructions, guidelines, and requirements, that is, the communication of better information.

The outstanding conclusion is that the Joint Degree Program has the important outcome of qualifying its graduates for employment without compromising or interfering with their liberal arts education. The effect of the Joint Degree Program on the occupational careers and life satisfaction of its graduates is an essential question to be answered over the next decade.

Analysis prepared by Brent Shea, Ph.D., Department of Sociology, (now with the Office of Institutional Research), State University of New York at Binghamton.

TABLE 2. RELATIVE IMPORTANCE OF REASONS FOR ENTERING THE JDP*

wider range of potential jobs	4.2
practical experience	3.4
technical background with liberal arts	3.2
something to fall back on	3.

*group $\bar{X}$; 1=low; 5=high; N=17

TABLE 3. NUMBER OF STUDENTS INDICATING RELATIVE IMPORTANCE OF REASONS FOR GETTING A LIBERAL ARTS DEGREE

traditional liberal arts goals (general background with opportunity to major in one area; communication and analytical skills; development of a critical attitude)	8
degree required for additional education	6
degree required for future occupation	3
not sure	1
total	18

TABLE 4. NUMBER OF STUDENTS INDICATING SPECIFIC FUNCTIONS THEY EXPECT THE LIBERAL ARTS DEGREE TO HAVE IN THEIR LIVES

both professional and life enrichment	12
life enrichment more than professional	5
neither professional nor life enrichment	1
professional only	0
life enrichment only	0
professional more than life enrichment	0
total	18

TABLE 5. NUMBER OF STUDENTS EXPECTING SPECIFIC BENEFITS FROM THE JDP

opportunity for advancement in career	7
chance for entry level work	5
more diversified education (coursework and student body)	3
preparation for graduate or professional school	3
total	18

TABLE 6. NUMBER OF STUDENTS HEARING ABOUT THE JDP FROM VARIOUS INFORMATION SOURCES

advertisements (flyers, posters, etc.)	7
student in the Program	4
staff (Director, Advisor, etc.)	4
Pipe Dream	3
total	18

TABLE 7. NUMBER OF STUDENTS RECONSIDERING THEIR ATTITUDES TOWARD A LIBERAL ARTS DEGREE BEFORE HEARING ABOUT THE JDP

yes	11
no	4
no prior attitudes to reconsider	1
total	16

TABLE 8. NUMBER OF STUDENTS INDICATING A CHANGE IN EITHER THEIR HC OR BCC MAJOR SINCE HEARING ABOUT THE JDP

neither major	14
HC major	4
BCC major	0
total	18

TABLE 9. NUMBER OF STUDENTS INDICATING THEIR EXPERIENCE AT BCC CHANGED THEIR ATTITUDES ON THE PURPOSE OF A LIBERAL ARTS DEGREE

no	11
yes	7
total	18

TABLE 10. NUMBER OF STUDENTS INDICATING SPECIFIC EXPECTATIONS OF THE JDP

preparation for future occupation or practical experience	11
preparation for additional education	2
total	13

TABLE 11. NUMBER OF STUDENTS INDICATING THEIR EXPECTATIONS OF THE JDP WERE FULFILLED

definitely fulfilled	13
somewhat fulfilled	4
do not know yet	1
not at all fulfilled	0
total	18

TABLE 12. NUMBER OF STUDENTS INDICATING SPECIFIC OPINIONS OF HC ADVISORS, BCC ADVISORS, AND PARENTS TOWARD JDP

	HC Advisor	BCC Advisor	Parents
no opinion about JDP	2	3	0
have not talked with about JDP	3	4	0
indifferent about JDP	4	2	1
positive about JDP	3	3	9
negative about JDP	0	2	0
enthusiastic about JDP	1	1	7
no advisor	5	1	0
total	18	17	17

TABLE 13. NUMBER OF STUDENTS INDICATING SPECIFIC WAYS IN WHICH THE JDP STAFF AT HC AND BCC COULD HAVE HELPED MORE

	Harpur	Broome
more information on academic programs and procedures	2	2
more coordination in registration and scheduling between the 2 schools	2	4
more meetings of students with staff	1	0
more extensive orientation	0	1
no additional help required	9	6
total	14	12

TABLE 14. RELATIVE IMPORTANCE OF PROBLEMS IN JDP*

scheduling	3.2
academic load	2.6
adjustment to a different campus	1.9
transportation	1.9

*group $\bar{X}$; low = 1; high = 5; N = 18

TABLE 15. NUMBER OF STUDENTS RECOMMENDING SPECIFIC CHANGES IN THE JDP

better documentation of program (procedures, instructions, guidelines, requirements)	5
screen students for interest, motives, dedication to BCC, as well as HC	2
more coordination between schools of class schedules	3
more publicity about existence of program	2
synchronize vacations	2
inform registrar, student accounts office at BCC of details of program	2

TABLE 16. NUMBER OF STUDENTS INDICATING VARIOUS DIFFERENCES BETWEEN HC AND BCC IN COURSES

<u>BCC</u>	
more practical, applied courses	5
more rote memorization	3
more spoon-fed courses	2
more programmed instruction	2
<u>HC</u>	
more difficult	4
more academic (content important for itself or for future education)	3
more class participation	2
more encouragement of independent thinking	2

TABLE 17. NUMBER OF STUDENTS INDICATING VARIOUS DIFFERENCES BETWEEN HC AND BCC IN ATMOSPHERE AND ENVIRONMENT

(Broome compared to Harpur)

more relaxed	3
more helpful faculty, more 1:1 contact	4
more friendly	3
teachers more likely to treat students as high school students	2
smaller, more personal, more serious classes	3

TABLE 18. NUMBER OF STUDENTS INDICATING THAT THEIR INVOLVEMENT IN THE JDP CHANGED THEIR ATTITUDES TOWARD THEIR EDUCATIONAL AND VOCATIONAL GOALS

	Positive Change	Negative Change	No Change	Total
attitudes toward liberal arts	4	4	10	18
attitudes toward career education	8	2	5	15
attitudes toward career opportunities	11	2	3	15
attitudes toward career goals	9	0	4	13
attitudes toward educational goals	13	0	4	17

TABLE 19. NUMBER OF STUDENTS RECOMMENDING THE JDP TO OTHERS

recommended	17
not recommended	1
total	18

TABLE 20. NUMBER OF STUDENTS INDICATING THEY WOULD PARTICIPATE IN THE JDP AGAIN IF A SECOND CHANCE WERE POSSIBLE

would participate	15
would not participate	2
maybe	1
total	18

TABLE 21. NUMBER OF STUDENTS INDICATING THEIR EXPERIENCE AT BCC HAS BEEN BENEFICIAL

beneficial	14
not beneficial	3
total	17

TABLE 22. NUMBER OF STUDENTS INTENDING TO SEEK EMPLOYMENT RELATED TO THEIR DEGREES

will seek employment related to A.A.S. only	8
will seek employment related to A.A.S. & B.A.	7
will seek employment related to B.A. only	1
will seek employment related to neither degree	1
total	17

TABLE 23. NUMBER OF STUDENTS INDICATING SPECIFIC DECISIONS ABOUT CAREER PLANS

	YES	NO	MAYBE	TOTAL
more education	15	0	3	18
keeping first job permanently	4	10	0	14
changing jobs eventually	10	3	1	14

TABLE 24. NUMBER OF STUDENTS EXPECTING & DESIRING TO RELATIVELY USE EACH DEGREE IN THEIR CAREERS BY RELATIVE AMOUNT OF USE

	Expect	Desire
2 yr. only	0	0
4 yr. only	0	1
2 yr. more than 4 yr.	8	2
4 yr. more than 2 yr.	5	9
both degrees equally	3	4
neither degree	0	0
2 yr. + graduate school	1	1
total	17	17

TABLE 25. NUMBER OF STUDENTS INDICATING THE EXTENT TO WHICH A TECHNICAL, CAREER-ORIENTED DEGREE LIMITS POSSIBILITIES OF CAREER ADVANCEMENT

not at all limiting	14
somewhat limiting	2
possibly limiting	1
definitely limiting	0
total	17

TABLE 26. NUMBER OF STUDENTS INDICATING HOW THEY WOULD HANDLE LIMITED CAREER ADVANCEMENT CAUSED BY HAVING A TECHNICAL DEGREE

change jobs	6
learn more, move into another field	2
get more education	2
use liberal arts degree, de-emphasizing vocational degree	2
total	12

TABLE 27. NUMBER OF STUDENTS INVESTIGATING POSSIBLE JOBS

have investigated	7
have not investigated	2
too soon to investigate	5
has job already	2
total	16

TABLE 28. NUMBER OF STUDENTS INDICATING USEFULNESS TO CAREER GOALS OF FULFILLING ALL REQUIREMENTS FOR TWO SEPARATE DEGREES ON TWO DIFFERENT CAMPUSES

useful	10
not useful	8
total	18

TABLE 29. RELATIVE USEFULNESS OF SINGLE RATHER THAN DOUBLE CAREER-ORIENTED DEGREES

useful	4
not useful	14
total	18

APPENDIX II

THE HARPUR COLLEGE-BROOME COMMUNITY COLLEGE JOINT DEGREE PROGRAM

INTRODUCTION

The Joint Degree Program (JDP) is a cooperative arrangement between Harpur College and Broome Community College within which a Harpur student can earn both a normal Harpur bachelor's degree and a Broome Associate in Applied Science (A.A.S.) degree in a career field, generally within the normal four-year period, and without substantial added costs. The JDP was begun with support from the SUNY Chancellor's Fund, and from the Fund for the Improvement of Post-Secondary Education of the Department of Health, Education and Welfare.

This booklet has been prepared to help you to decide whether you want to consider participation in the program or not. To help you make your decision, we have included: (1) answers to questions that other students have asked, (2) frank descriptions of the problems that others in the program have encountered, (3) ways in which you can learn more about the program or a specific field, and (4) how to proceed if you decide that you want to enter the program.

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Why would I want to consider the JDP?

Past students have entered JDP for a great number of widely varying reasons, including the learning of a marketable technical skill, creating a program of study to complement the Harpur major, and other possibilities. Some examples are:

Sociology and Criminal Justice - "to be able to take courses in Criminal Justice from people with experience in the field."

Geology and Civil Technology - "provide a technical background that complements the Harpur degree so more jobs would be open."

Theater and Electrical Technology - "complementary fields to prepare for career in television."

Spanish and X-Ray Technology - "to learn a skill with which to get a job, pay back loans, and save for more study in Spanish."

History and Secretarial Sciences - "wanted employable skill that would get jobs in a wide range of areas, so could try several jobs and find one I like."

Some of these examples may be helpful to you, or you may already have a new and different combination of your own. We have been continually surprised by some of the unexpected, but very sensible combinations.

What kind of work could I do with my Broome degree?

We hope that in most cases if you have both a Harpur and a Broome degree, you will have a more unique education that will provide you with qualifications for jobs that neither alone could.

Because it should be helpful to you to know what sorts of skills and career preparation the Broome department generally gives its students, we have included in the appendix a collection of statements of the goals of the various departments, and career opportunities for each. They were prepared by the department heads of the departments at Broome. In deciding whether to enter the program or not, it may be helpful to consult with the Broome Placement Office, program directors and other Broome faculty. In addition, you may want to talk with Broome students or other JDP students in your area of interest at Broome.

Do I want to take a full A.A.S. degree, or just some Broome courses?

For some fields, the answer to this question is dictated by the fact that professional licensing or registration demands completion of the degree. In some fields, even though licensing may not be required, the Broome degree program forms a single coherent package which will be significantly weakened if elements of the program are missing. We recommend that you seek advice of the Broome Department Head or Department Advisor in making a decision, however. Past graduates have said that although they originally thought that not all of the required courses were really necessary, they can now see from hindsight that the Broome Department was right in recommending strongly that the program be taken as a whole. In other cases, you may decide that a collection of Broome courses without the A.A.S. degree will meet your needs.

If you do not intend to complete a full A.A.S. program at Broome, you will not be a JDP student. Under the cross-registration agreement to be implemented, you will be limited in the number of Broome courses you can take, and the degree-track JDP students will have a higher class-space priority.

Can I get into any area I want at Broome?

Under the cross-registration agreement between the two schools on which the operation of the JDP is based, students will be accepted only into classes having vacancies. No new classes may be opened to accommodate any cross-registered students. However, because it would be unfair to apply this rule to degree-track JDP students at Broome on a course-by-course basis, the Broome department has to be able to make a commitment for the availability of all the necessary courses in the degree program, just as they would for a full-time Broome student. When you apply for admission to any Broome department, the decision to offer this commitment must be made. Because a community college has a strong obligation to the local area, departments with more local demand may not be able to make the commitment to you, and you will not be admitted. At the present time, this is likely to occur in the health science fields. For other fields, your acceptance may depend upon your timely application to Broome.

How many courses will I have to take at Broome?

All technical courses which have no Harpur equivalent must be taken at Broome. As would be expected, the number of courses that have to be taken at

Broome depends on the program. The engineering technologies, medical technologies, and secretarial science generally have more technical and/or practical courses that are available at Broome only. On the other hand, most of the peripheral requirements for the Criminal Justice program can be satisfied by Harpur courses, with the permission of the Broome Criminal Justice advisor, leaving only 8 criminal justice courses that must be taken at Broome. A chemistry major at Harpur will have to take only four to five Broome courses to complete the A.A.S. in Chemical Technology. Similarly, most of the math and science requirements for the Engineering Science degree can be satisfied at Harpur, leaving about five courses at Broome.

How many credits can I use toward my Harpur degree?

Elective credit: The JDP advisor has program construction packets which you can use in planning your program for a joint degree. With this packet you will be given a copy of the Broome catalog sheet for the department in which you are interested. The sheet is marked to indicate which courses that have to be taken at Broome are equivalent to Harpur courses, which are considered to be professional, which are practical in nature, and which requirements should be satisfied with the Harpur substitute listed. The equivalent courses will transfer directly to Harpur as equivalent transfer credit, but by state law, no more than 32 hours of non-equivalent or non-liberal arts credit (professional plus practical) may be accepted toward a liberal arts degree. If a Broome program requires more than 12 credit hours of practical courses, or if the professional plus practical credits of a Broome program exceed 32 credit hours, neither type of excess can be counted toward the Harpur degree.

Major credit: Ordinarily, under the program guidelines it will not be possible to use Broome courses as a part of the requirements for a Harpur major.

All-College credit: Ordinarily, under the program guidelines the Broome courses will not satisfy the Harpur All-College requirements.

What about the scheduling problems?

Because of the sequential nature of the Broome program, their scheduling must differ from that of Harpur - for example, a course might be scheduled at different hours of the day on different days of the week. In addition, you

will need to consider travel time in setting up your schedule. There may be cases where the student has to travel back and forth several times a day. Clearly, these problems can cause many scheduling difficulties.

How can I minimize my scheduling problems?

It is important to make as much progress as possible toward your Harpur major and all-college requirements even during your freshman year.

If you plan to enter the JDP, you should do so as early as possible, generally starting the Broome program in the fall of your sophomore year, thus allowing three years in which to complete the normal two-year sequence. This is essential because of the sequential nature of the Broome courses, the pattern of offering, and because the Broome degree requirements are much more completely prescribed than those of Harpur departments. Thus, if you are unable to fit in a course necessary for one or the other degree in one particular year, you will have another chance to take it the following year and still be able to take the senior level courses in a four-year period.

Frequently, the scheduling problems can be alleviated by judicious choices of courses so that they fulfill two requirements at once, e.g., a course required by Broome can perhaps be a Harpur course, taken to satisfy either a major requirement or an all-college requirement, reducing the total number of required courses without any change in the requirements themselves. In general, JDP students must plan their programs more carefully than the average Harpur students.

How can I tell whether it is possible to fit all the courses in?

As a part of the program construction packet, the JDP staff has included tentative program blanks which you can fill out for yourself. You can use the Broome departmental guidelines, the sample programs that other students have used, the sheet that lists the Broome courses as equivalent, professional, or practical (al' part of the program construction packet), together with the Harpur departmental requirements which are listed in your particular Harpur catalog, and input from Harpur and Broome advisors to fill in a course-by-course plan for your entire four-year career. This planned program may show you that it is impossible to complete a joint degree. If you are in your freshman year, it is more likely to tell you that you should have a

reasonable chance to fit everything in. But always remember: YOUR TENTATIVE PROGRAM CANNOT GUARANTEE THAT THE JDP WILL WORK FOR YOU - there can always be scheduling problems, illnesses or other unforeseen problems. It is also for these reasons that you might want to think twice about entering JDP if your tentative program looks marginal or just barely possible. The decision is yours.

In working out your tentative program, bear in mind that you should USE EACH COURSE TO SATISFY AS MANY DIFFERENT REQUIREMENTS AT POSSIBLE. It is surprising how much space can be opened if several Harpur all-college requirements or departmental requirements can be used to satisfy the Broome course requirements as well.

What courses should I take first?

Generally, as a Harpur student, the most important goal is your Harpur major, so you should start working toward it as early as possible. In particular, take the courses that are hard to get into or are irregularly scheduled as soon as you have the pre-requisites for them. Because scheduling problems can arise at any time, you should not put off very many specifically required courses with the assumption that you can take them in your last semester or two. The same advice also applies to your Broome major. By getting more of your required courses completed sooner, you can avoid many of the scheduling conflicts that might otherwise occur, and you can better deal with those that do occur. Also, work steadily on your all-college requirements, using as many courses as possible to satisfy a Broome or other requirement with the same course. If you do this, you will have less space for electives in the early part of your college program. But because you will get more of the requirements out of the way sooner, more room will be open in the later part of your program for the electives you want. In some ways this pattern is more advantageous in that you can select the electives on the basis of greater experience and can use them either for general interest or to complement your major(s).

Can I take any Broome course any time I can fit it in?

No. Because the Broome programs are worked out as whole "package", generally the courses must be taken more sequentially than is the case at Harpur. The patterns for offering these programs are given in the Broome

catalog and in the program construction packet available from the JDP. Broome gives most technical courses only once per year, and gives very few of the technical courses in the summer. Therefore, it is important to follow the Broome course sequence carefully. Any exceptions should be approved by your Broome program director or advisor. It is also very important to bear this scheduling pattern in mind when you construct your tentative program.

Will I have room for as many electives as I want?

Only you can decide how many courses you want to use to explore areas not related to your major. Participation in the JDP with its added set of requirements will probably reduce the total number of elective courses that you can take. Some previous students have felt that they missed these electives. Others have not, and still others have said that they would have liked to have been able to take more courses related to either their Harpur or Broome major. As discussed in the previous question, you may have more room for electives in your senior year than in your earlier years.

Must I have decided on my Harpur major?

You must be a declared major at Harpur so that you can plan your program as carefully and completely as possible. This is important for scheduling courses for your individual program and because you must have clearly in mind the goals that you wish to achieve with both of your majors in the JDP. It is, therefore, essential that you declare your major and consult with your advisor before entering the JDP.

What if I decide I want to change my Harpur major?

You will find it more difficult to switch majors if you are in the JDP, simply because of the increased number of more fully prescribed requirements. If you are not very far into your Harpur major, or if you already have met many of the requirements for the new major, you can make the switch fairly easily. Most people should decide on the major as soon as possible, taking courses in the areas of interest as early as possible. If you cannot identify the major you want, you should narrow your choice as much as possible if you can, and choose courses that can be applied toward more than one possible major or which perhaps will satisfy all-college requirements if the alternate major is chosen.

What if I decide to leave the JDP without completing the Broome Degree?

The only concern in that case would deal with the amount of your credit at Broome that can be transferred. Acceptance of all 32 possible hours of non-equivalent credit is usually contingent upon completion of the whole program. Therefore, early termination from the program may involve some loss of credit. The JDP staff does not feel that you should be penalized for problems beyond your control. Under these circumstances, the staff will support a petition to the Academic Standards Committee on your behalf to request the transfer of as much of the Broome credit as possible. If you withdraw voluntarily, the JDP staff would not be able to justify support for such a petition.

Will I have to pay more tuition?

No. When the cross-registration agreement between the two schools is in operation, you will pay only your Harpur tuition, as a regular full-time student, and will be able to take whatever courses are needed at Broome. Of course, in choosing these courses, you must follow the Harpur College guidelines for the JDP.

How will I get back and forth?

For the immediate future, this could be one of the main problems for many JDP students. Now that external funding is over, the JDP can no longer pay for travel costs. If you have a car, you will be able to make tighter connections, spending less time traveling between schools. If you do not have personal transportation, you can make use of the transit system and the OCC buses. However, bus service to Broome is somewhat limited both in the number of buses and the timing of them. Therefore, if you have to rely on transit buses, you must schedule your classes to allow more time to get between the campuses. At the present time, therefore, it is unfortunate that your participation in the program might depend upon having personal transportation.

We hope that the cross-registration agreement will cause the flow of students between schools to much more than double. In that case, the transit company, or OCC may find it worthwhile to run some direct buses. This would shorten the amount of time needed to go back and forth.

We realize that this is an added expense that the average Harpur student does not have, but under the present financial conditions, there is no way by which the schools could help to bear part of the costs.

What library facilities can I use?

As a JDP student, you are entitled to use the Broome library as is any student there. In addition, with the support of F.I.P.S.E., we have purchased for the Harpur library most of the books which the Broome department chairs have recommended as being of most value for their students as reference materials. This will allow you to do much of your library work on whichever campus is convenient for you.

What about Broome fees?

Some programs at Broome require laboratory fees in addition to the tuition. You will have to pay these, as do the Broome students. Activity fees are covered by the cross-registration agreement, so you do not have to pay these fees at Broome.

How do I register at Broome?

You will follow the normal registration procedures at Broome, but MAKE SURE THAT THE DEPARTMENT AND REGISTRAR AT BROOME KNOW THAT YOU ARE IN THE JOINT DEGREE PROGRAM.

Your tentatively planned program should be approved by the Broome departmental advisor. Your program will be a guide for what you should be taking and when you should take it. Check with your advisor at Broome each semester to make sure that you have the right courses planned for the next semester, and follow whatever registration procedures are given you by your Broome advisor or members of the JDP staff.

In some cases, a pre-registration will be carried out in your current courses, while in others, you will have to attend normal registration at the beginning of each semester.

Remember, too, that you also have to follow the Harpur College procedures for cross-registration of courses, so that Harpur knows what courses you are taking at Broome. When the cross-registration agreement is completed, the JDP staff will be able to provide you with more detailed information on

registration and other procedures.

Is the Broome calendar the same as Harpur's?

Generally, they are different. Sometimes the beginnings and endings coincide and the holidays differ. Sometimes neither coincide. There is not really much that can be done to guarantee that the calendars will be the same, because it is an almost impossible task to work out a reasonably acceptable calendar for even one school alone. Because Broome will at times be in session when Harpur is closed, students living on campus should be aware that when this happens, alternative living arrangements may be necessary. This may require that you find some off-campus housing for those times.

Will my summers and intercessions be affected?

Of course, you can use summer school to take some courses, generally at Harpur, so that scheduling problems during the year are lessened. Usually, the technical courses offered at Broome in the summer are only the very basic and introductory ones so that there are few Broome courses available in the summer.

On the other hand, some of the Broome programs require clinical or other laboratory experiences during the summer or winter intercession. You will be subject to the same requirements as other Broome students who are working toward the same degree.

Will I encounter problems?

This is the one question that we can answer most confidently! Yes! In this booklet we have tried to talk about all of the problems that students have had. You can judge for yourself as to how much these problems will bother you, or talk them over with a JDP advisor or anyone else. You may run into other problems that are unique to your case. The JDP is for students who show a little more initiative and are willing to wrestle with difficulties in order to get the education they want. But on the other hand, that in itself is excellent preparation for life.

When you need help with problems, see the JDP staff or the appropriate Broome person, after deciding who best can help you. If you don't know who to see, check with the JDP staff.

Ok, I think I want to enter the JDP - What do I do now?

If you have decided to consider the JDP seriously, make a follow-up appointment with the JDP advisor in order to start to plan your tentative schedule. Because application to Broome for the following year must normally be made by the end of January, you should make this appointment between mid-October and December. Because your application to Broome will be for the following year, and because scheduling and other problems often make it impossible to complete the Broome major in only two years, you should apply to the program in your freshman year. Some Broome majors, however, can be completed more easily so that you can apply in your sophomore year.

The JDP advisor will give you a program construction packet with sample programs for your prospective field, the Broome degree requirements, blank program sheets, and instructions. You can then plan your own tentative program, consulting with the JDP advisor, your major advisor, and your Broome department advisor. When your tentative program is complete, it must be approved by the JDP advisor and both Harpur and Broome major advisors.

In the meantime, you will have applied for admission to Broome through their Admissions Office. If you are accepted at Broome, and all of your advisors approve your program, you will have become a JDP student.

JOINT DEGREE PROGRAM

INDIVIDUAL PROGRAM CONSTRUCTION PACKET

This packet is designed to supply you with the basic information necessary for you to construct your tentative four-year program leading to both an A.A.S. from Broome Community College and a B.A. from Harpur College. In order to be able to evaluate realistically whether it is possible to complete your program in a four-year period, we have found it is necessary to lay out a detailed, course-by-course schedule for the entire four-year period. This does not mean that you will necessarily have to (or even be able to) follow the tentative program exactly. It will, however, serve as a guide to tell you what you should be taking and when, and it will give you a much better basis to judge whether you can complete the joint degree that you want, and how much work will be involved.

In putting together the outline of your program, you must keep in mind that the requirements for the Broome A.A.S. degree constitute another set of requirements which must be satisfied in addition to the normal requirements for your Harpur major and the all-college requirements which must be satisfied in the normal fashion. Participation in the Joint Degree Program thus represents a substantial commitment on your part, and will consume many of your elective options.

In most cases, it will be very important for you to plan your program to utilize the various required courses as effectively as possible. Try to choose courses in such a way that as many individual courses as possible satisfy more than one requirement. For instance, a single course may be used to satisfy both an all-college or Harpur major requirement as well as a Broome requirement, or perhaps your Harpur major requires a course in another division, thereby satisfying an all-college requirement. Every case for which you can do this will give you one more elective.

In order to help you to plan your tentative program, the following materials are included in this packet:

I) Harpur College Council Guidelines for the Joint Degree Program, subsequent suggestions and rules made by the Council, and other information.

II) A listing of the Broome requirements for your major, including classification of the essential Broome courses as equivalent, professional, or practical, and the Harpur courses which should be used to satisfy the other Broome requirements.

III) Sample programs of other students who have undertaken your Broome major.

IV) Blank program sheets on which to outline your program. (Spares are available from academic advising.)

In order to plan for your Harpur major requirements, you should also have a copy of the Harpur catalog that you have elected to use.

With these guides, you can now sit down and fill out a blank program sheet as follows:

Remember, your first copy will be a worksheet, and you will have many changes, so you may want to use pencil.

1. Fill out the heading, but don't worry if there are items such as names of advisors that you don't know.

2. Go to page 2. (The bottom half of the first sheet is a summary of your tentative program, which can only be completed when you have filled out the whole program.)

3. The "first term" means the first semester that you attended college. If it was at Harpur, fill in the term and the courses you took. Likewise, do the same for all of the terms up to and including the present. If you are a transfer, or took work elsewhere, fill the courses in the same way, but write the name of the college over the block.

4. On a separate piece of paper, make a list of all of the courses required by your Harpur major, using the Harpur catalog for reference. Check off on that list all of the major requirements you have taken or are taking now. Show the list to your major advisor and ask which of the courses are given in the fall, the spring, or both semesters.

5. Make a similar list of any Harpur electives that you definitely want to take.

6. Notice that the listing of the Broome requirements is a similar listing of required courses, and when they are offered. Generally, they should be taken in the sequence listed.

7. Now you can start to list the courses on the sheet, paying attention to when each course is offered, and the necessary pre-requisites. In laying out your program, you should keep a few things in mind:

a) Try to make as many courses as possible fulfill more than one requirement, e.g., if your Broome area is Criminal Justice and your Harpur major is Political Science, Broome's philosophy requirement for Criminal Justice should be a Harpur philosophy course which will, at the same time, fulfill an all-college requirement; or for a Biology-Medical Laboratory program, the Harpur microbiology course would provide credit toward both majors.

b) Try to keep the Broome courses more or less in the sequence listed. Ideally, you should try to spread your Broome program over three years, rather than two. This will mean that you can modify the suggested course groupings in the Broome catalog better to fit your schedule, taking perhaps only part of the first Broome semester grouping in your first fall semester, and then some of Broome's first and third semester offerings in the following fall, and the remaining second semester offerings in your final fall semester. You may not know which courses should be taken first, but exact course order is unimportant for purposes of the tentative program; your Broome advisor can suggest changes when you submit your program for discussion and approval.

c) Try to make as much progress toward both degrees as rapidly as possible so that if two required courses conflict, you can take one of them and then still have an opportunity to pick up the other the following year.

8. On page 3, fill in and total the hours for all of the Broome courses that are designated equivalent, and do the same for "professional" and "practical". Transfer these totals to the bottom of page 1 in the section called "credits completed at Broome, Completed". All of the equivalent course hours can be carried over to the "transferred" column. At most, 12 of the practical credits can be carried to the "transferred" column, and the total practical plus professional credits transferred cannot exceed 32. The credits transferred can now be totaled and entered in the blanks in the center of the first page under "total credits transferred from Broome". This number cannot be greater than 32, of course.

9. Add up all of the credit for the Harpur College courses and enter total under "total credits taken at Harpur College." Do the same for credits taken at other colleges.

10. Your total credit hours will be the sum of these three numbers, and must meet the total credits for graduation required under your catalog (currently 126).

11. List in the "Harpur College major" blank on page 1, all of those courses which are required to satisfy your Harpur major. And similarly, in the "all-college" blank list the courses which you intend to use to satisfy the all-college requirements. You can, of course, make later substitutions for any of these courses, but by the time of your graduation the all-college requirements must have been met.

12. Make an appointment with the Joint Degree Program advisor to go over your program, and to start the approval procedures.

I. Harpur College Guidelines, Rules and Suggestions, and Other Information.

1. All-college distribution requirements for the baccalaureate degree shall be taken at Harpur College, or transferred from a similar institution with a similar liberal arts curriculum.

2. Baccalaureate degree candidates must complete an approved major program within Harpur College in the normal manner.

3. Credit from Broome Community College granted in accordance with an approved A.A.S. degree program may be applied to a baccalaureate degree subject to the following constraints:

a) If judged ... to be liberal arts equivalent to the Harpur College curriculum, credit may be transferred within the category of equivalent credit.

b) If judged ... to be theoretical and consonant with a liberal arts curriculum, credit may be transferred within the category of non-equivalent credit, and subtracted from the 16 credits normally permitted Harpur students in this transfer category.

c) If judged ... to be professional, credit may be transferred within the category of professional school credit, and subtracted from the 32 credits normally permitted Harpur students in SUNY-Binghamton schools outside of Harpur College.

d) If judged ... to be practical, a total of no more than 12 credits may be transferred within the category of professional school credit, and subtracted from the 32 credits normally permitted Harpur students in SUNY-Binghamton schools outside of Harpur College.

e) Any credits that do not fall into one of the four categories specified above may not be transferred, but shall be earned in addition to the 126 credits required for the baccalaureate degree.

In addition, the Council, the Joint Degree Committee and other Harpur College Committees have:

1. ruled that in any case where Harpur College offers a course that is equivalent to a required Broome course, the Harpur course will be taken, except in unusual circumstances.

2. recommended that as Harpur students, the Harpur major take precedence over the Broome major in the sense that the Harpur major courses should be completed in a timely fashion, and if the completion of only one degree is possible, that degree should be that at Harpur College.

3. ruled with regard to the Harpur College residency requirement, that since the Joint Degree Program is an approved Harpur College option, courses under the Joint Degree Program whether at Harpur or Broome will satisfy the Harpur College residency requirements.

4. ruled that because the Joint Degree Program is an approved Harpur College option, the sum of all credit hours in progress both at Harpur and Broome be used to calculate student loads in determining the students' eligibility for scholarship and other educational funding awards.

Cross-Registration Agreement.

At the time of preparation of these instructions, the agreement is not yet complete. When it is finished, the Joint Degree Program staff will provide you with a separate sheet.

Residency Certificates.

Students attending Broome Community College have to file certificates of residency once each year, usually in the fall. Residents of Broome County need only sign the residency affidavit and return it to the office indicated. Residents of other counties in New York State have to fill out the affidavit form, have it notarized and send it to the county office as indicated on the sheet. The county will then forward the Residency Certificate to Broome.

Filing of these Certificates once each year is the responsibility of the student. If it is not done, the student is not considered to be a resident of New York State.

Non-residents of New York State have to sign the forms as non-residents and then are required to pay an increased tuition charge.

SAMPLE PROGRAM CONSTRUCTION PACKET WAS REMOVED FROM THIS DOCUMENT PRIOR TO ITS BEING SUBMITTED TO THE ERIC DOCUMENT REPRODUCTION SERVICE.

DRAFT

CROSS REGISTRATION AGREEMENT

BETWEEN

THE STATE UNIVERSITY OF NEW YORK AT BINGHAMTON AND BROOME COMMUNITY COLLEGE

The State University of New York at Binghamton proposes to enter into a cross registration agreement with Broome Community College for a three-year period beginning with the academic year 1977-78.

This agreement will extend and enrich the tradition of cooperation between SUNY-Binghamton and Broome Community College already represented by such arrangements as the SUNY-Binghamton/Broome Community College Joint Degree Program and the wide variety of social and cultural activities available to students from both institutions. Furthermore, by significantly increasing the options available to students without increasing the costs of education, this agreement will more fully utilize educational facilities to the benefit of students and the community at large.

This agreement is an outgrowth of a program grant from the federal Fund for the Improvement of Post Secondary Education (FIPSE). The original FIPSE grant subsidized the creation of the SUNY-Binghamton/Broome Community College Joint Degree Program, which allows SUNY-Binghamton students to earn a vocationally-oriented Associate Degree from Broome Community College in addition to a Bachelor of Arts from SUNY-Binghamton. This agreement will provide for the continuation of the Joint Degree Program while, at the same time, extending the option of cross registration to interested students from both campuses, regardless of their participation in the Joint Degree Program.

Conditions of the Agreement

1. Cross registration privileges will apply to full-time, day/evening matriculated undergraduate students only. (A full-time student is one who is registered for at least 12 credits on his or her home campus.)
2. Each student must receive prior approval from an advisor at the home campus for a course he or she wishes to take at the host institution. If the course is to be used to meet program requirements, a standard petition form should be obtained.
3. Students will require special permission from their home campus to take more than two courses per academic year by cross registration. Ordinarily, no student will be approved for more than one cross registered course per semester. Students requesting permission to take two cross registered courses in one semester will require special permission from an advisor.
4. Cross registered courses will count toward determining student loads and academic progress. Enrollment overloads will require home campus approval.
5. Typically, the course taken must be one that is not available on the student's home campus.
6. The host institution may apply such restrictions to incoming students as it wishes. However, these restrictions should be published and known on both campuses so that misunderstandings and wasted effort are minimized.
   a. No additional class sections will be opened to accommodate cross registered students.
   b. No adjustment of schedules or calendars is implied in this agreement.

c. Cross registered students will be accommodated in courses only when all home campus registered students have been assigned to course sections.

d. SUNY-Binghamton/Broome Community College Joint Degree Program students will receive priority consideration over other cross registered students for available spaces in classes.

e. After home campus and Joint Degree Program students are accommodated, remaining vacancies will be filled by cross registered students in chronological order of their receipt of signed permission form.

7. The FTE's generated by cross registered students will accrue to the home campus of the student. Registrars at each institution will be charged with developing procedures for reporting the FTE's so generated.

8. Since a rough equivalence of credit hours taken at each institution by cross registered students is envisioned, there will be no exchange of dollars between SUNY-Binghamton and Broome Community College.

9. There will be a review at the end of each year which quantifies the amount of cross registration in terms of headcount, credit hours, and specific courses taken by both home campus students studying off campus and off-campus students taking courses at the reporting campus, including the institutional origin of those students.

This review will be incorporated as part of the annual report of inter-institutional cooperation required by State University of New York Trustees Resolution #73-58, dated February 28, 1973. Notwithstanding such annual review, each participating campus will maintain records on a semester basis and make every effort to adjust any imbalances in the next succeeding semester.

10. This agreement covers fall and spring semesters only.

11. This agreement will be in effect through spring semester, 1980.

Peter Blomerley, President, Broome Community College

Date

Clifford D. Clark, President, State University of New York at Binghamton

Date

GD:me
7/5/77

Office of the Vice President
for Academic Affairs

CROSS REGISTRATION PROCEDURES

1. At Broome Community College, Mr. Jerry Ryan will coordinate cross registration procedures; at SUNY-Binghamton, Mr. James Sullivan in Academic Advising Services will coordinate cross registration procedures.
2. Catalogs, bulletins, student course guides, and other descriptive material, as well as class schedules, will be exchanged between the two offices each semester.
3. Courses on the class schedule should be coded according to the likelihood of spaces being available for cross registered students. The coding will be the responsibility of departments and schools and will be part of the normal coding process for the class schedule. A course should be coded "generally available for cross registration" if it has no prerequisites and typically has had spaces available in past semesters. A course should be coded "possibly available for cross registration" if it has prerequisites or if there is doubt about the availability of space. This coding requires the student to demonstrate his or her achievement of course prerequisites. A course may be labeled "not available for cross registration" if it is listed for majors only or if it carries specialized prerequisites, or if it has not had spaces available in past semesters. In general, students should be advised to seek cross registration only with courses labeled "generally available for cross registration."*
4. Approval to take courses at the cooperating institution must be obtained at the home campus.

*Because course lists have been submitted well in advance of the final form of this agreement, academic departments will be asked to send a list of courses potentially open to cross registration to their campus coordinator. He will then share the lists with the cooperating institution.

5. Students wishing to be considered for cross registration will fill out a special form (yet to be designed). During the last hours of the regular registration period at each school, the requests for cross registration will be considered by the appropriate departments and schools. The cross registration form will be designed to permit notification of the Registrar at the home school, the student, the Registrar at the visiting school, and the Student Accounts Office at the visiting school.
6. Students cross registered for course work at a cooperating school will have full access to the libraries and other instructional resources of the cooperating school.
7. Arrangements will be made for no-cost parking registration at Broome Community College and no-cost courtesy library cards at SUNY-Binghamton.
8. The student organizations at both institutions will be asked to consider the status of cross registered students in terms of all student activities.
9. Each institution reserves the right to cancel a course when registration by students from the home campus does not warrant offering the course.
10. The Registrar at each institution will devise a code for the home student which will capture a course taken at the cooperating institution. In addition, the Registrars will provide a means of showing the visiting student on all appropriate class lists, without generating a tuition fee and without counting toward FTE's generated by registration. The cross registered code for a student from the cooperating institution should cause a special transcript to be generated.
11. When the cross registration agreement has been finalized, SUNY-Binghamton and Broome Community College will develop a cross registration brochure.

GD:me
7/5/77

8/31/77

ADDENDUM

In the Cross Registration Agreement between Broome Community College and State University of New York at Binghamton, Page 3, #7, the following shall be substituted:

7. The FTE workload shall be assigned according to the Memorandum to Presidents, Volume 73, Number 42, August 23, 1973. (i.e., The workload generated by Broome Community College students in SUNY-Binghamton courses shall be credited to both institutions. The workload of SUNY-Binghamton students in Broome Community College courses shall not be included by either campus for state, sponsor, or chargeback support.) Registrars at each institution will be charged with developing procedures for reporting the FTE's so generated.

Clifford D. Clark, President
State University of New York
at Binghamton

Date

Peter Blomerly, President
Broome Community College

Date

State University of New York
99 Washington Avenue
Albany, New York 12210

Office of the University Counsel
and Vice Chancellor for Legal Affairs

MEMORANDUM

September 12, 1977

To: Charles Neff

From: Joyce Y. Villa

Subject: Cross Registration at Broome Community College and SUNY Binghamton

I've reviewed the agreement submitted jointly by Broome Community College and Binghamton. It meets the criteria set forth in the University-wide Guidelines for Cross Registration in most respects. I would have these comments.

In paragraph 5 the word "typically" should be deleted. Required condition #3 of the guideline provides: A course must be one that is not available on the student's home campus.

A proviso should be added that the three year term of the agreement will be dependent upon the extension of the Director of Budget's current approval for the final two years of the term. Based on Mr. Veillette's letter of May 9, 1977 I foresee no problem in this area if the program remains small.

JYV:br

State University Of New York
99 Washington Avenue
Albany, New York 12246

Office of the Provost
of the University

September 20, 1977

President Clifford D. Clark
State University at Binghamton
Vestal Parkway East
Binghamton, New York 13901

President Peter Blomerley
Broome Community College
Binghamton, New York 13902

Dear Cliff and Pete:

I believe the enclosed memorandum from Joyce Villa adequately responds to your request for the cross registration agreement between Broome Community College and the Center at Binghamton. The agreement is, as she notes in her last paragraph, dependent upon continued approval from the Division of the Budget. I am sure you will have no difficulty in making the changes she suggested in paragraph 2.

Sincerely,

Charles B. Neff
Provost for
Academic Programs

Enclosure
cc: Ms. Villa

UNIVERSITY OF CALIF.
LOS ANGELES

SEP 8 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES

STATE UNIVERSITY OF NEW YORK AT BINGHAMTON

Office of the Associate Dean
of Arts & Sciences and Harpur College

LN 2430
X-4934

MEMORANDUM

DATE: September 26, 1977

TO: Department Chairmen and Program Directors

FROM: H. Daniel Cohen, Associate Dean of Arts & Sciences and of Harpur College HDC

SUBJECT: Cross Registration with Broome Community College and Spring, 1978 Course Offerings

As you may recall, starting with the Spring, 1978, Semester, a small number of Broome Community College students will be registering for our courses. These students will be part of a cross-registration agreement, that is all but finalized, between our administration and theirs.

As an aid to these students, it will be necessary to indicate the availability to them of each course listed in the 1978 Spring Semester Schedule of Classes. To accomplish this, please use the following code in the notes column of the Notice of Course Offerings--1978 Spring Semester, which you will shortly be submitting to our office.

43. Open to cross-registered students from Broome Community College.

44. Possibly open to cross-registered students from Broome Community College. Permission of the instructor required.

45. Closed to cross-registered students from Broome Community College.

As a general rule, freshman and sophomore courses, without prerequisites and which usually have space, should be open. Occasional upper-division courses may also be left open. Courses with non specific prerequisites or with limited space available should be listed as possibly open. Courses which require specific prerequisites, which are limited to majors or upperclass students only, or which likely will not have space available should be listed as closed.

As the above scheme is clearly based on Aristotelian logic, it is of course necessary that each course have one and only one of the above code numbers assigned to it.

If you have any questions, please do not hesitate to contact me at X-4934.

HDC:nb
cc: Ms. Dowling; Messrs. Corprew, Grebstein, Melville, Mercier, and Sullivan; Assistants to Chairmen

RECEIVED
SEP 27 1977
SUNY BINGHAMTON